

STATE BOARD OF EDUCATION
Also Meeting As
STATE BOARD FOR VOCATIONAL EDUCATION

Macomb Intermediate School District
Superior Room
44001 Garfield Road
Clinton Township, Michigan

January 13, 2000

Present: Mr. Arthur E. Ellis, Chairman
Mrs. Dorothy Beardmore, President
Mrs. Kathleen N. Straus, Vice President
Dr. Herbert S. Moyer, Secretary
Mrs. Sharon L. Gire, NASBE Delegate
Mrs. Marianne Yared McGuire
Mr. Michael David Warren, Jr.
Mrs. Eileen L. Weiser

Absent: Mrs. Sharon A. Wise, Treasurer
Governor John Engler, ex officio

I. CALL TO ORDER

Mr. Ellis called the meeting to order at 10:20 a.m.

II. APPROVAL OF AGENDA AND ORDER OF PRIORITY

- A. Report of the Superintendent - Off-Road Vehicle and All-Terrain Vehicle Safety Education - added to agenda
- B. Report of the Superintendent - Motorcycle Safety Education Program - added to agenda
- C. Report of the Superintendent - Report on Administrative Rule Waivers - removed from agenda

Mrs. Straus moved, seconded by Mrs. Gire, that the State Board of Education approve the agenda and order of priority, as modified.

The vote was taken on the motion.

Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Warren, Weiser
Absent: Wise

The motion carried.

III. AGENDA MATERIALS

- A. Update on the 1999-2000 Biennium Strategic Initiatives - Memorandum dated January 13, 2000, from Mr. Ellis to the Board
- B. Report of the Superintendent - Report on Issuance of Boarding School Licenses for Academic Year 2000-2001 - Memorandum dated January 13, 2000, from Mr. Ellis to the Board
- C. Report of the Superintendent - Off-Road Vehicle and All-Terrain Vehicle Safety Education
- D. Report of the Superintendent - Motorcycle Safety Education Program

IV. INFORMATIONAL MATERIALS DISTRIBUTED TO THE BOARD

- A. Information on Period of Public Comment for Michigan's Proposed State Plan/Federal Application for Special Education - Memorandum dated January 13, 2000, from Mr. Ellis to the Board
- B. Information on Period of Public Comment for the Revised Monitoring Standards for Special Education Programs and Services - Memorandum dated January 13, 2000, from Mr. Ellis to the Board
- C. Information on Proposed Procedures for Appointment of Local Due Process Hearing Officers - Memorandum dated January 13, 2000, from Mr. Ellis to the Board
- D. Update on Activities at Michigan Schools for the Deaf and Blind, and Camp T - Memorandum dated January 13, 2000, from Mr. Alexander Davlantes, Administrative Officer, to the State Board of Education

V. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS AND GUESTS

Mrs. Eileen Hamilton, Administrative Secretary to the State Board of Education, introduced the members of the State Board of Education and guests attending the meeting.

VI. PERSONAL PRIVILEGE - MRS. DOROTHY BEARDMORE

On behalf of the State Board of Education, Mrs. Beardmore thanked Macomb County Intermediate School District (MISD) staff for their hospitality and efforts. She said MISD enjoys a reputation of excellence in all they do, and she feels that they have lived up to that expectation. She said in recent weeks she has clipped several newspaper articles regarding schools and programs in Macomb County which include

an article dated January 3, 2000, Oakland Press, regarding a teacher at Nagy Elementary School, who teaches law to his students. She said MISD has been cited as Best in the Nation for their Students with Disabilities Program by the National Organization on Disabilities, and the National School Board Association. She noted that Dr. Lynn Fontanive was recently hired away from Oakland Schools to lead a program at MISD, and several Board members attended a Blue Ribbon Schools Award presentation at Stevenson High School, Utica Public Schools, on Monday, January 10, 2000. She said they learned that the Stevenson High School Band has been invited to Edinburgh, Scotland to represent the United States at the First Rate Quality Band Program.

Mrs. Beardmore said six out of the fourteen Blue Ribbon Schools in Michigan are in Macomb County which boasts of very strong community support, and in turn excellence.

VII. APPROVAL OF MINUTES/ACTIONS OF THE STATE BOARD OF
EDUCATION MEETING OF DECEMBER 16, 1999

Mr. Warren said the joint meeting between the State Board of Education and the State Board For Public Community Colleges contained conversation regarding why community colleges do not typically authorize charter schools. He said because that conversation was not a part of the December 16, 1999 minutes as presented to the Board, he requested the addition of the following paragraph at the bottom of page 8:

In response to Mr. Warren, Mr. Folkening said community colleges do not consider authorizing public school academies due to their concerns of maintaining a “good neighbor” policy with their local school districts.

There was consensus to add the paragraph as stated by Mr. Warren to the December 16, 1999 minutes.

Mrs. Straus moved, seconded by Mrs. Gire, that the State Board of Education, approve the minutes/actions of the meeting of December 16, 1999, as modified.

Mrs. Weiser said paragraph two on page 30 of the December 16, 1999 minutes may not accurately reflect her statements at the December meeting, and suggested that it be modified to read as follows:

She said the salaries for current open superintendent positions in other states are being advertised at \$170,000 to \$190,000. She said the salary for intermediate and larger local school district superintendents are approximately \$150,000, and to expect someone to accept the current salary of \$108,000 while the Department is in upheaval, is unrealistic. She suggested that the Board raise the state superintendent’s salary to \$135,000 to \$140,000 to make the position competitive now, with the potential to raise that amount in the future for the right candidate.

There was consensus to modify the paragraph as stated by Mrs. Weiser.

The vote was taken on the motion.

Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Warren, Weiser
Absent: Wise

The motion carried.

VIII. MACOMB INTERMEDIATE SCHOOL DISTRICT READING PROGRAM

Mr. Ellis said staff at Macomb Intermediate School District (MISD) were unable to present information regarding their reading program at the public forum last night due to time constraints. He said Dr. Mary Barry-Cybulski, Assistant Superintendent, Instruction and Special Projects, presented a video regarding the Macomb Intermediate School District's Reading Program.

Dr. Barry-Cybulski thanked the Board for the opportunity to share Macomb's response to the issue of reading, and early childhood education from birth to grade three. She said Department staff have been a tremendous help to MISD, especially Ms. Pat Nichols, Deputy Director, Curriculum, Health, and Early Childhood. She introduced Dr. Elaine Weber, Language Arts Consultant, and Ms. Sue Javid, Early Childhood Education Consultant, who collaborate with the Department of Education, teachers, and students.

Dr. Barry-Cybulski said MISD and the 21 school districts which it serves have embraced the Board's focus on early education, and enjoy great success with the programs that have resulted from the Governor's Goals 2000 Summer Reading Program. She said MISD staff have been working for many years on early childhood education, and developed a Children's Resource Network which distributes materials to students and teachers. She said a teacher's network has been established through Macomb County Head Start and *Early On*® that focuses on the birth to four age group.

Dr. Barry-Cybulski said MISD is very active with its local districts and has created three brochures to help parents understand pre-reading skills issues. She said parents are provided with information at the infant, toddler, and preschooler stages, and MISD will host an Early Childhood Conference to distribute the READY kits as well as a newly developed calendar titled, "Super Starts, Birth to Kindergarten." She said this calendar is full of tips regarding early skill development in talking, listening, looking, playing, and singing.

Dr. Barry-Cybulski thanked the State Board of Education and the Michigan Department of Education for their efforts in promoting summer reading programs. She said Macomb's successful summer program focuses on goals set to assist student success in reading and writing, and a program was developed for teachers which

included an intensive literacy development session. She said after a 2 ½ hour prep time, teachers worked with a group of students at a 1:10 ratio, five days a week for five weeks. She said thirteen Macomb County school districts were involved with the summer program, and 60 teachers were trained who have, in turn, become trainers in their respective school districts. She said 550 K-3 students participated, and parental involvement was deemed as an important component in their success. She said a total of 4,108 parental contacts were made throughout the five week period to discuss in depth the child's development, skills, and home atmosphere to reinforce the reading program.

Dr. Barry-Cybulski said a review of the pre- and post-tests and assessments would reveal tremendous gains by students in areas such as oral reading fluency and reading retelling skills. She said a gain as large as nine book levels was noted in just five weeks. She said the program is so successful that 90% of the teachers volunteered to continue training in the Michigan Literacy Program Profile after the summer program concluded.

Dr. Barry-Cybulski said 14 training tapes have been developed and shared with each school district so teachers who were not involved with the summer reading program can take advantage of the actual model lesson of teachers and students working together in the development of reading skills. She said MISD is the first intermediate school district in the state to provide teacher training in this manner.

Dr. Barry-Cybulski provided the following documents which she said reflect other aspects of the reading and early childhood programs available through MISD: Making the Right Connection in Macomb County, Becoming Literate, Do you have an infant?, Do you have a toddler?, Do you have a preschooler?, Early Childhood Conference 2000 and Dynamic and Interactive Readers: What Do Third Graders Do?

Dr. Barry-Cybulski extended an invitation to the State Board of Education to participate in any of the workshops or training sessions available through Macomb Intermediate School District.

No action was taken on this item.

IX. REPORT ON EARLY CHILDHOOD EDUCATION

Ms. Pat Nichols, Deputy Director, Curriculum, Health, and Early Childhood; Ms. Carol Wolenberg, Deputy Superintendent for Administrative and Support Services; and Dr. Marguerite Barratt, Director, Institute of Children, Youth and Families, Michigan State University, provided information, and responded to questions from the Board regarding early childhood education and brain development. Ms. Nichols said Dr. Barratt has been working with the Department for the last year and a half, and has proven to be a valuable asset to staff. She said the Institute for Children, Youth and Families is a long standing organization that is in the process of being revitalized by Dr. Barratt as a multi disciplinary, university-wide coalition which supports research, policy engagement, and outreach to the community.

Dr. Barratt said she would like the Board to think of the brain as a communications center which receives information from external and internal sources. She said the more basic, primitive functions such as breathing, are located at the bottom of the brain, while voluntary functions occur in the Cerebral Cortex at the top of the brain.

Dr. Barratt said nerve cells or neurons have axons and dendrites which stem off the nucleus to make a connection with the next cell. She said at the end of the dendrite lies the synaptic knob that does not touch an adjacent cell, but sends neurotransmitters across the synapse (space between the synaptic knob and the next cell) to form connections and in effect communicate with one another. She said the axon is protected by the myelin sheath which serves as an insulator. She said because babies have not yet developed myelin sheaths, their brains can be compared to running a communication system with uninsulated wires, and therefore, they cannot do the things that adults can. She said the myelin sheaths will continue to develop throughout adolescence, but the most rapid rate of change is during the 0-4 year age group.

Dr. Barratt said the brain is influenced by maturation which occurs during the first five years as well as social and environmental experiences. She said dendrite activity increases exponentially during the first 12 years.

Dr. Barratt said the brain of a 28 week old fetus has approximately 10,000 connections taking place as compared to an eight month old infant who has 572 million connections. She said this continues to increase during the early developmental years and begins to taper off at about 12 years of age. She said human beings are created to adapt to many different environmental conditions which explains the initial proliferation of dendrite activity. She said “pruning” occurs during pre-adolescence where dendrite activity begins to subside until it eventually levels off in adulthood. She said once this occurs, dendrite activity is lost and formed in an approximate balance for the rest of one’s life.

Dr. Barratt said changes during the 2-5 year old period include growth in the cortex controlling body movement, emotions, the thinking process, and the corpus collosium which links the left and right sides of the brain so that the two sides can communicate more effectively.

In response to Mrs. McGuire, Dr. Barratt said babies born prematurely will not have the same amount of dendrite activity as a full term infant at birth. She said a pre-term baby at three months of age cannot be expected to be able to do the same things as a full term infant at the same age, and some people believe this should even be kept in mind when a child is ready to begin school because they did not have the time for maturing. She said on the other hand they have had time to gain those experiences which drive development.

Mrs. Gire asked if there was an optimal time for a child to develop language skills. In response, Dr. Barratt said a good example would be a young girl named Jeannie who was seriously abused and isolated for many years and was not discovered until she

was moving toward middle childhood. She said Jeannie did not have language at the point she was rescued, and therefore was considered a test case to determine if it is possible to learn language when you are 10 or 12 years old. She said Jeannie did learn some language, but was never as skillful as other individuals. She said that suggests that Jeannie had passed the period for learning language.

Mrs. Beardmore asked what effects occurred if a child was visually impaired for whatever reason and did not receive that stimulation during the early developmental years. In response, Dr. Barratt said research in the 1960's placed chimpanzees in the dark for 18 months. She said upon removal, it was found that they could not see and that the areas of the brain which deal with vision had not developed. She said once that critical period has passed, atrophy occurs and sight is not possible. She said early childhood is a critical time because the brain is responding to sensory input, and if it is not received, portions of the brain do not develop.

Dr. Barratt said typically when brain development is discussed, social experiences and how they effect the brain are referred to. But, in fact, Fetal Alcohol Syndrome (FAS), illicit drugs, lead, damage to the head, and prenatal infection all have the possibility of affecting brain development and the cognitive and social development of humans.

Dr. Barratt said FAS is the largest single cause of growth and mental retardation, behavioral problems, and accounts for one in a thousand incidents of Downs Syndrome. She said it is completely 100% preventable. She said the term Fetal Alcohol Effect (FAE) is used for children who are not as completely affected and only have some of the problems associated with FAS, and some people believe it may be five or six times as prevalent as the fully diagnosed FAS.

Dr. Barratt said probably 5% of children today are exposed to illicit drugs during pregnancy which can have cognitive and socio-emotional effects as well as cause developmental delays. She said quite often both alcohol and illicit drugs are used so diagnosis can be difficult.

Dr. Barratt said prenatal infections associated with developmental disabilities include syphilis, genital herpes, toxoplasmosis, and rubella, and are a good motivation for prenatal care.

Dr. Barratt said Michigan has a high occurrence of lead poisoning because of older housing. She said lead poisoning leads to learning disabilities, hyperactivity, mental retardation, and is a toxic poisoning which effects the central nervous system., and is found in paint in old houses, and can sometimes be the result of industrial pollution. She said many people believe that lead poisoning occurs when children eat paint chips, but that is not always the case. She said simply opening and closing windows can cause paint to flake and result in contamination. She said 10 micrograms per deciliter has been determined to be damaging to brain cells and considered as lead poisoning, and 1.7 million children are affected in the United States.

Dr. Barratt said babies born with low birth weight can sometimes have intracranial bleeding which can damage the brain. She said shaken baby syndrome can also result in serious damage to the brain, harm the central nervous system, or cause mental retardation and/or blindness.

Dr. Barratt said blows to the head could result from a variety of events including physical abuse or automobile accidents. She said car seats are designed to not only prevent death, but also head injuries. She said even though the brain does not heal like a broken arm or leg, young children have been known to partially recover from internal head injuries.

Dr. Barratt said a study utilizing rats was conducted and involved two different social environments. She said one cage contained several rats and toys, and provided an opportunity for socialization while the other consisted of a single rat isolated from the rest. She said this was a very interesting experiment because those that were raised in an enriched environment developed a larger cerebral cortex and cell bodies, experienced increased synaptic connections, and more acetylcholinesterase (the chemical within the brain). She said this is just part of the list of changes that have been documented.

Dr. Barratt advised the Board to apply this information to humans cautiously because the rat experiment utilized enrichment and deprivation.

Mrs. Straus said many reports seem to place emphasis on heredity, but this shows that the environment and experience are essential.

In response to Mrs. Gire, Dr. Barratt said there is a theoretical perspective that children need to interact with their environment to develop. She said watching television does not promote a child's language development because of the lack of interaction.

Dr. Barratt said there are naturally occurring variations in human experiences which result in children growing up in different kinds of families. She said an extended study by Hart and Risley was published in 1995 regarding language development and growth in vocabulary. She said the six children from welfare families had a vocabulary of about 500 words, while children from professional families had 1,000. She said it was found that children have, at 36 months, approximately half the vocabulary of their parents, and therefore, the 3 year child of professional parents typically has a larger vocabulary than an adult in a welfare family.

Dr. Barratt said the 1997 Howes Report indicated that children with highly educated teachers had better language skills than those with teachers who only had a Bachelors degree.

Mr. Warren expressed concern regarding the size of the samples in the Hart and Risley report. He said even though the study was quite intense, there were only six welfare children, thirteen middle class, and twenty-three professional level children,

and the conclusion was reached solely on the communication skills of the children and parents. He said other issues must factor into the equation such as lifestyle, resources, socio-economic status, and nutrition. He asked how Hart and Risley can know that vocabulary was the reason children from the professional families developed so well. He said a correlation of 100 different factors would probably come to the same conclusion.

Dr. Barratt said Hart and Risley compared their data to other reports with larger samples of children from the professional level group, and it was found to be comparable. She said another report used all middle class families so there would be similarities in money, resource access, and nutrition. She said again it was found that parents using more words and complex sentences had children who made better progress.

Mr. Warren said the next question would be whether children from professional families excel over middle class and welfare children even when placed in a school with their peers.

Dr. Barratt said more or less, these findings persist.

Mrs. Straus said people tend to live in neighborhoods with others who share the same racial, ethnic, and economic status. She said she seems to remember that when both she and her children were in school, there was more of a mix of students, but now families migrate toward others who share similarities.

In response to Mr. Warren, Dr. Barratt said there is some evidence that a disadvantaged child brought into a good school will improve. She said they are influenced by the other students.

Mr. Warren asked if a high achieving student was brought into a poorer school, would their development in turn drop? In response, Dr. Barratt said she would have to defer that question because early childhood is her area of expertise, and there are other people who would be better qualified to answer that question. She said clearly schools matter, and that is why she wants to be cautious in thinking that early childhood is everything and that the window is closed by age three or five because there is room to change with the proper kinds of support and experiences. She said Macomb Intermediate School District's Summer Literacy Program is proof of that.

Dr. Barratt said to answer Mr. Warren's question best and to avoid some of the possible critiques, it would be necessary to conduct an experiment involving two groups of students. She said an example of two good experiments would be the Perry Preschool Program/High Scope Project, and Ramey's Day Care Program.

Dr. Barratt said children who experienced the High Scope Project had more years of schooling, earned higher wages, and had a tendency to own their own homes than those who did not. She said the study followed them until age 27, so it is a very nice piece of data.

Dr. Barratt said the Ramey Abecedarian Project started with very young infants and placed them in full time care. She said when Hart and Risley reviewed the differences in language, they determined that it would be necessary to operate the program 40 hours a week before it would impact a child's language skills. She said Ramey accomplished that, and the children who were in their intervention program completed more years of education, were likely to attend an institution of higher education, and had higher reading and math scores. She said there was a marked difference in the mean mental test scores between the children who participated in the program and those who did not.

Dr. Barratt said that partially answers Mr. Warren's question regarding placing high achieving children in a poor atmosphere because progress persists over a long period of time. She said even though it is not brain science, it is social science research looking at the effects of the experiences of children, so it is possible to bring the two disciplines together when looking at behavior and what is going on with the brain.

Dr. Moyer said the information provided by Dr. Barratt is indicative of the challenges that teachers face every day. He said at one time it was the rule of thumb that student ability in a single classroom would range from second to sixth grade achievement. He said that has not changed, but it is now compounded by all of the things mentioned by Dr. Barratt. He said these circumstances call for an even stronger need for experienced, well trained, sensitive teachers who are able to identify children suffering from, for example, FAS. He said teacher training needs to be taken under consideration regarding the multiplicity of ranges and circumstances that children bring with them to school. He said expecting every child to read by the fourth grade is not cogent to the human growth and development data received from Dr. Barratt.

Dr. Barratt said there are significant ways to better prepare children during the 0-5 age group, and kindergarten teachers may be able to further support language and reading experiences.

Ms. Wolenberg said it has been an honor to listen to Dr. Barratt whose information is proof of the need to support interagency systems, particularly those that help children 0-4 years of age. She said the Michigan Department of Education interagency team consists of Dr. Jacquelyn Thompson, Director, Office of Special Education and Early Intervention; Dr. Lindy Buch, Supervisor, School Development Unit; Ms. Pat Nichols, Deputy Director, Curriculum, Health, and Early Childhood; and Ms. Renee DeMars-Johnson, Consultant. She said this team provides strong leadership in many areas such as special education and early childhood in the interagency arena.

Ms. Wolenberg said the Healthy Schools Network was established in 1992, and was the first precursor for the Department to become involved in interagency activity. She said in 1993, the Department took the lead in signing the first interagency agreement for *Early On*®, and was involved with authoring a book titled, "Improving the Well Being of Michigan's Children." She said there were over 100 interagency programs focusing on children and families in 1993, but since 1995, the Department has been working diligently with its sister agencies to bring together programs, to avoid the

duplication of services, to work across systems, and focus on how to better serve Michigan's children and families. She said examples include the READY kits, and the 0-3 activities of *Early On*® which include a relatively new initiative for the secondary prevention of child abuse and neglect. She said that program, in its third year, was funded by the Family Independence Agency (FIA) in year one, the Department of Education and the FIA in year two, and it is hoped to include the Department of Community Health this year.

Ms. Wolenberg said the interagency group established a 0-8 interagency work group led by Ms. DeMars-Johnson. She said a draft vision statement has been developed and is in the early review process. She said it will be presented to the Board along with the 4-8 year old presentation.

Ms. Wolenberg said the following questions are intended to initiate Board discussion and may result in policies that will provide leadership to Michigan schools in the area of services to children and families:

- 1) Should the State Board of Education have a policy that would encourage local schools to develop local services and practices that ensure all children enter school with the prerequisite skills to succeed academically?
- 2) Should the State Board of Education have a policy that would encourage local schools to develop local services and practices that assist families in providing children with the necessary social and emotional skills to be successful students?
- 3) Should the State Board of Education have a policy that the emerging knowledge about brain development and early learning be the basis for local policies regarding services for families and their children?
- 4) Should the State Board of Education have a policy that supports interagency efforts at the state and local community levels so that services to children 0-4 are coordinated and collaboratively developed and implemented?

In response to Mr. Warren, Ms. Wolenberg said research regarding the number of programs now in existence is underway and how much revenue is spent on them will be provided along with the 4-8 year old presentation. She said she is sure that the number is much lower than in 1993.

Mrs. Gire said she thinks the interagency effort is admirable and effective, and asked if staff have determined if certain programs could be coordinated between departments, for example the Infant Support Services and Maternal Support Services (ISSMSS) which is under the Department of Community Health, but could also involve the Department of Education.

Ms. Nichols said that is a good example of a program that has become regionally known and is successful because many communities have learned to collaborate with the ISSMSS program. She said the program has not flourished when the community has not committed to involvement.

Mrs. Beardmore said she is pleased that the interagency effort is successful, but there were two areas of concern: (1) duplication of programs, and (2) gaps in services needed. She said staff have made a tremendous amount of progress in a short period of time to eliminate those concerns. She said the information received from Dr. Barratt should indicate to the Board the need to focus on health education especially when considering the poor decisions on alcohol use made by some young people and the long term ramifications of those actions.

X. RECESS

The Board recessed for lunch at 12:10 p.m. and reconvened at 1:40 p.m.

XI. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

There was no public participation in the State Board of Education meeting.

XII. REPORT ON EARLY CHILDHOOD EDUCATION (continued)

Mrs. Beardmore said interagency collaboration has many partners both at the state and local levels, and she wished to acknowledge staff at the Macomb Intermediate School District for their efforts.

In response to Mrs. Straus, Mrs. Eileen Hamilton, Administrative Secretary to the State Board of Education, said information regarding the 4-8 year old age group will be presented at the March meeting.

No action was taken on the item.

XIII. REPORT ON THE 1999-2000 BIENNIUM STRATEGIC INITIATIVES

Dr. Michael Williamson, Assistant Superintendent, provided information and a slide presentation, and responded to questions from the Board pertaining to the 1999-2000 Biennium Strategic Initiatives.

Dr. Williamson said the four priorities: (1) To foster investment in early childhood education; (2) To foster investment in connecting schools and families; (3) To foster investment in providing teachers with effective instructional materials and resources; and (4) To foster investment in improving teacher quality, were approved by the State Board of Education at its April 1999 meeting and were designed to give direction to

the Board and administrative leaders of Michigan's public schools. He said staff indicated at that time that staff would provide updates on the progress and actions taken as the Department moves forward on the strategic initiatives.

Dr. Williamson said the term "foster investment" was used because the Department of Education does not actually teach children, but facilitates education and the connection of schools, communities, and families through teachers, administrators, and local boards of education. He said the Department's actions are designed to assist schools and teachers, encourage investment in activities, advocate programs and policies, and engage in leadership activities through the nine strategic initiatives.

Strategic Initiative 1 - Align both intra- and inter-agency policies and collaborative efforts for children from birth through eight years of age to assure learning readiness and schools' success.

Dr. Williamson said Ms. Carol Wolenberg, Deputy Superintendent for Administrative and Support Services, provided information regarding the interagency collaborative efforts earlier in the meeting. He said Ms. Wolenberg commented on the development of a vision statement that would guide not only the Department, but the Family Independence Agency and Department of Community Health as well. He said the Department has participated in the interagency committee that was established by the Family Independence Agency to study the impact of current brain research on policies and practices in the state. He said the Michigan Department of Education, the Family Independence Agency, and the Department of Community Health have worked collaboratively to pool funds and manage a grant program for the 0-3 Secondary Prevention of Child Abuse and Neglect.

Dr. Williamson said the vision statement will be presented to the Board at the March meeting along with the information on ages 4-8.

Strategic Initiative 2 - Identify and disseminate models for including family and community involvement in a unified school improvement plan.

Dr. Williamson said many documents within the Reading Plan for Michigan include information for parents and schools to use in a family involvement plan. He said staff are in the process of developing additional documents which will be field tested by parents and teachers in the spring 2000. He said training and assistance will be provided for using the materials and publications currently under development.

Strategic Initiative 3 - Provide family friendly information describing key educational topics identified by and/or for families and communities.

Dr. Williamson said staff are conducting focus groups to collect information regarding the types of materials that schools and communities feel would be useful, and have begun an inventory and review of current publications which the

Department provides to the public. He said a document for parents is under development that will clarify the importance of high standards for academic achievement and the implications for their children.

In response to Dr. Moyer, Dr. Williamson said Ms. Sue Carnell, Director, Office of Community Services; Dr. Lindy Buch, Supervisor, School Development Unit; Mr. Paul Bielawski, Supervisor, Curriculum Development Program; and Ms. Pat Nichols, Deputy Director, Curriculum, Health, and Early Childhood, are involved in the process because of their early childhood and curriculum expertise.

Dr. Moyer said the Legislature conducted a series of hearings or public forums regarding this issue, but did not invite parental involvement.

Ms. Kate McAuliffe, Director, Office of Government Services and Customer Satisfaction, said Department staff provided information for the Legislative hearings, but did not actually participate.

Dr. Moyer suggested that staff utilize the Michigan Congress of Parents, Teachers and Students which has documented and established many resources for parents. He said he feels it is important to receive parental input on this issue.

Dr. Williamson agreed with Dr. Moyer, and said the Department does not have many resources to create new documents, but staff have the expertise to interact and relate to other organizations that serve specific missions as a clearinghouse of information. He said staff have been in touch with several organizations, but he did not know if the Michigan Congress of Parents, Teachers and Students was among them.

In response to Mrs. Gire, Dr. Williamson said a part of the educational standards project is to help parents understand the standards. He said the Department is not planning to launch a public relations campaign, but can provide leadership materials to assist school districts in effectively communicating with the public.

Mrs. Gire expressed concern that Michigan has been labeled as having poor standards by the Fordham Report, and she would like staff to provide some feedback regarding this issue.

Dr. Williamson said the Fordham Report has been widely criticized by both conservative traditional organizations, and radical educational reform groups. He said the Fordham Report utilized many individuals who awarded a wide range of scores for Michigan's standards.

Mrs. Gire said even though the Board realizes the standards need to be clarified, it should also be noted that they are not the worst in the nation. She requested that staff

provide written documentation to this effect so Board members may articulate to the public when necessary.

Dr. Williamson said it is important to learn and reflect on comments such as those in the Fordham Report because the Department continues to strive to improve.

Mrs. Gire said an accurate picture of the strengths and weaknesses of the standards is imperative if the Board wants to be a functional policy body.

Strategic Initiative 4 - Develop and promote the use of a readily accessible web-based clearinghouse for exchange of effective classroom practices.

Dr. Williamson said many documents are available on the web, but staff must determine how to make them more accessible to the public. He said in some aspects, it is similar to managing a public library where anyone can place information on a shelf. He said he has personally been in meetings regarding web policy, construction, and linking which are all issues staff must address.

Mrs. Beardmore asked if the Department is linking with the Teacher Forum which is comprised of Milken Educator Award winners, Teachers of the Year, and Presidential Scholars. In response, Ms. Wolenberg said a direct link has not yet been established.

Mrs. Beardmore said that group has a wealth of knowledge and is willing to share it with others. She said she feels it is a missed opportunity if they are not brought in as consultants.

Dr. Williamson said there are many educational chat rooms available which provide a good resource for information and allow teachers from various disciplines to communicate with one another. He said the Department would like to establish a process which brings together best practices for Michigan educators, and has been working in that direction.

Strategic Initiative 5 - Clarify educational standards through guides and materials that link standards to instruction (for parents, classrooms and community). The materials will be clear, accessible and understandable.

Dr. Williamson said bids for the educational standards are being solicited, and it is hoped that the final project will explain the content standards and benchmarks, as well as provide examples of best practices and encourage classroom assessment. He said the Michigan Literacy Progress Profile is a good example of a classroom assessment process which lends strength to building curriculum and success in classroom instruction. He said by collaborating with educational leaders throughout the state, the Board and Department could provide well researched examples to local educators.

In response to Mrs. Beardmore, Dr. Williamson said the project is scheduled to be

completed within 12 to 18 months, and should clarify the standards as recommended by the Achieve Group. He said even though he believes most teachers would understand the content of the standards, parents would probably experience difficulty because of the terminology and the way it is worded.

Dr. Williamson said it is important to develop a continuous improvement process for reviewing the standards so that each curriculum area is systematically revised and clarified over the next five years. He said because the standards and the Michigan Educational Assessment Program tests must also match from year to year, changes to the standards should be done in small increments. He said if major changes are made each year, new cut scores would need to be set, and the Department simply does not have the resources to do that.

In response to Mrs. Beardmore, Dr. Williamson said the Department is in the process of developing a formal process to implement issues identified either by staff or professionals in the field that should become part of the standards. He said many states have not been successful in implementing a continuous assessment process, but Michigan has become more sophisticated than virtually any other state because it has moved from the Michigan Minimum Basic Skills to the Michigan Central Elements of Education to finally the Michigan Proficiencies. He said each change has been a difficult process which is why he believes a formal mechanism for implementing incremental improvement to standards should be adopted.

Strategic Initiative 6 - Develop and promote the use of a unified school improvement planning process for all schools, which is supported by appropriate technology.

Dr. Williamson said the Department began this project by bringing together various organizations that are assisting low performing students throughout the state. He said these organizations agreed on the need for a unified school improvement planning process to coordinate their efforts. He said this process is currently under development and includes state school improvement requirements, Title I federal requirements, the North Central Association of Schools and College's school improvement process, and the Baldrige Quality Process.

Dr. Williamson said much data has been received, and the Department will develop a technology-based tool to support the school improvement planning process. He said Mr. Paul Bielawski, Supervisor, Curriculum Development Program, has been instrumental in the development of the groundwork for the training and pilot implementation which is targeted for the 2000-01 school year.

Dr. Williamson said many school administrators across the state have expressed an interest in a single school improvement plan. He said the Department advises school districts to develop a single document for their school improvement plans, but does not assist in the implementation of conformity.

In response to Mrs. Straus, Dr. Williamson said staff in the Office of Field Services have been critical in helping schools with their improvement plan and what they should include to accommodate student needs.

Mrs. Straus said she understands that schools which have focused improvement plans tend to do better.

Mrs. Beardmore said organizations such as the Coalition for Exemplary Schools have wanted Michigan to make declaratory statements proclaiming them as the program of choice, but Michigan is a local control state so if a school district's improvement plan resembles the Baldrige Quality Process or any other program, that is fine as long as there is improvement.

Mrs. Gire said she recently received information regarding the impact of concentrated as opposed to pockets of poverty in a school district. She said Mr. Howard Adelman has some interesting strategic recommendations on this issue. She said the State Board of Education is concerned with closing the achievement gap, and should therefore, consider this kind of research as it develops an approach.

Dr. Williamson said the Michigan Department of Education must create a focus and develop materials to assist schools in this endeavor.

Strategic Initiative 7 - Align standards for teacher preparation with pre/K-12 standards and benchmarks.

Dr. Williamson said even though teacher preparation institutions have, in the past, been able to choose the professional standards they wished to use, it is imperative that teachers are prepared to teach to Michigan standards, and therefore, should be considered in developing educational programs. He said good progress has been made toward that goal, and in engaging professors in teacher education to understand the standards.

Strategic Initiative 8 - Revise the current periodic review/program evaluation process to establish and implement an outcome-based model.

Dr. Williamson said staff is currently working on this initiative and will report to the Board at a future meeting.

Strategic Initiative 9 - Encourage teacher preparation institutions to use the Department's prepared or endorsed resources/tools in the teacher preparation programs.

Dr. Williamson said the Office of Professional Preparation Services is encouraging Michigan teacher preparation institutions to use Department of Education prepared or endorsed resources in the preparation of pre-service teachers. He said staff in the Office of Professional Preparation Services began by holding seminars on the Michigan Reading Program for teacher preparation institutions which were very well

received, and are now engaging in an ongoing series of seminars about K-12 curriculum and the Department's support thereof. He said existing classroom textbooks can still be used and integrated into the READY Program, and the Michigan Literacy Program Profile (MLPP) as well as collaborative interagency pre-reading activities for infants and pre-schoolers. He said the expectation is that teachers will become adept at doing classroom assessment of reading which will help build a curriculum that supports the needs of children.

Dr. Williamson said Mr. Thomas James Bucholz, Community Outreach Coordinator, is in the process of conducting a series of focus groups designed to collect information regarding the 2020 graduate. He said there seems to be a consensus on the skills and abilities needed by young men and women 20 years from now to be successful, for example, wanting to learn, and adaptability to change. He said these are issues that the Board and staff have discussed over the last five or ten years, but the new aspect is that staff have systematically received input from a wide audience. He said the commitment of staff to the Board is the evaluation of incoming data, and developing new priorities and initiatives as we move forward.

In response to Mrs. Beardmore, Dr. Williamson said in an ideal school, there would be interagency collaboration using materials prepared by the State Board of Education and the READY kits, and engaging caregivers to prepare children for formal learning and reading. He said once children are in school, the MLPP could be used to assess schools, build on strengths, remedy weaknesses, and develop a curriculum for ongoing classroom assessment. He said the ACE Program and Reading Recovery could be utilized to assist children experiencing difficulties.

Dr. Williamson said the Department must consider how children develop these pre-formal learning skills and assist schools in developing curriculum and effective classroom assessment.

In response to Mrs. Straus, Dr. Williamson said the READY kits are utilized differently from county to county, and are widely popular. He said it provides a catalyst for discussion and connections for schools and communities as demonstrated earlier in the meeting by Dr. Mary Barry-Cybulski and Macomb's summer reading program.

Mrs. Straus moved, seconded by Mr. Warren, that the State Board of Education receive the Update on Strategic Initiatives for the 1999-2000 biennium, as described in Attachment A to the Superintendent's memorandum dated January 13, 2000.

The vote was taken on the motion.

Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Warren, Weiser
Absent: Wise

The motion carried.

XIV. REPORT BY SUBCOMMITTEE ON SCHOOL SAFETY AND PREVENTION

Mrs. Gire and Mr. Warren said the recent holiday season has caused a delay in the receipt of requested information regarding school safety and prevention. They said a meeting with Mr. Don Weatherspoon, Director, Office of School Safety, will be held within the next couple of weeks to further discuss this issue, and a report will be provided at the next State Board of Education meeting.

XV. DISCUSSION REGARDING PROCESS FOR SELECTION OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Mrs. Beardmore said it is imperative that the Board discuss options regarding the superintendent search which may include: (1) utilizing a search firm, (2) appointing a subcommittee of the Board to screen the applicants, and/or (3) the entire Board acting as a Committee of the Whole which would allow all members to serve as the evaluation team, conduct interviews, and select the finalists. She said there may be other options as well. She said in a letter dated December 15, 1999, Governor Engler offered support in the superintendent search, and stated that his office has had extensive experience in national searches to fill vacancies in Department posts. She said the Board may want to consider that resource, and determine if there is a state contract for a search firm already in place.

Mr. Warren said he feels it is important to first determine the criteria, and characteristics of the new superintendent because that will drive the rest of the process and decisions necessary to conduct a successful search. He said even though a subcommittee may be utilized to determine the criteria, it is imperative that the entire Board approve them before options such as a search firm are engaged. He said the Board may also wish to seek input from the National Association of State Boards of Education (NASBE) or other organizations which have been involved in state superintendent searches. He suggested that contact be made with the Governor's office to determine how they have conducted searches and report back to the Board at the February meeting.

Mrs. Gire agreed that the Board needs to reach some sort of agreement regarding the criteria, and said if a quorum is necessary for a Committee of the Whole, scheduling may prove to be a problem.

Mrs. Beardmore said scheduling as well as the confidentiality of applicants are definitely issues which must be considered. She said Ms. Edith Harsh, Assistant Attorney General in Charge of Education, has stated "It must be made known that

Michigan is an open meetings state and a candidate's name will be made public unless otherwise requested that it be held in confidence unless or until they became a finalist." She said the final interviews are conducted publicly so the names of the finalists are revealed. She said a system would have to be devised, such as using numbers, to ensure the confidentiality of the applicants. She said the criteria used in 1991 have been provided to the Board, but, as noted in her memorandum dated January 4, 2000, may need to be edited to conform to the current superintendent search.

Mrs. Straus recommended that a subcommittee of the State Board of Education develop the criteria and present them for Board approval at the February 17, 2000, meeting.

Mrs. McGuire said she feels that criteria could be developed as the process proceeds because Board members may want to add items in a few months. She said the Board should place advertisements in educational publications immediately, and simply bring forth the criteria during the interview.

Mrs. Gire respectfully disagreed, and said she thinks it is important to make the Board's expectations clear when advertising the position. She said not doing so could result in legal problems further on in the process. She suggested that Ms. Harsh meet with either the subcommittee or the entire Board to discuss the search process and provide an update on applicable rulings.

Mrs. Straus said the memorandum dated August 28, 1998, from Ms. Harsh to Mrs. Straus states "You will want to begin your process by establishing qualifications for the position. These qualifications should not be altered after you begin accepting applications. Once you have established your selection criteria, you will then want to initiate your search by publishing qualifications and should include notification to applicants that if an applicant wants his or her application information to remain confidential, he or she must state their desire on their application."

Mr. Warren said the legal aspect is not the only issue. He said the criteria will determine whether the Board will conduct a statewide or national search, and whether it will be limited to the educational community or opened to a broader spectrum within the business community.

Mrs. Gire suggested that the Board review the criteria used in 1991 to provide input for the subcommittee who will then refine and present the criteria for approval at the February meeting.

1. A proven record of success in managing and providing innovative direction to an educational or similarly complex system.

Mrs. Beardmore said she believes that searches prior to 1991 focused primarily on the education community, but this criterion made it possible for a person with experience in a similarly complicated system or institution to apply.

Mr. Warren said he assumes that the Board was thinking of business, military, or other governmental agencies.

Dr. Moyer said he thinks this statement opens the field, and that Mr. Warren's issue is to not exclude anyone in the interest of trying to find potential candidates.

In response to Mr. Warren, Mr. Ellis advised the Board to simply approve the concepts of each criteria, and appoint a subcommittee to discuss and recommend criteria for Board approval at the February 17, 2000 meeting.

2. A plan or vision for the future of education.

Mr. Ellis said he thinks it is important to quantify that statement within the context of the laws and processes of Michigan. He said the school system and superintendent's responsibilities in Michigan are very different from other states, and a candidate should reflect the differences in their plan or vision.

Dr. Moyer agreed with Mr. Ellis, and said a candidate from outside the state should place a Michigan emphasis on any vision or plan that they submit.

3. Sensitivity to and appreciation of Michigan's diverse populations, including race, culture, gender, physical or mental disabilities and differences created by socio-economic factors.

Mrs. Beardmore said the subcommittee will review this statement and present any changes to the Board.

4. Commitment to the belief that all children can and will achieve the educational outcomes as defined by the State Board of Education.

Mrs. Gire expressed concern that this statement implies the Board thinks all children should achieve the top grade or score on the MEAP tests.

Mrs. Beardmore said the Board has stated many times that it believes given enough time and support, children can master more than what is expected of them now, and therefore, it is important to insert a statement such as "...with adequate and appropriate support..."

Mrs. Gire said that would change the statement, but she would not want to hire someone who thinks that all children can achieve the same exact thing. She said she is uncomfortable with the way Item 4 is currently worded.

Mrs. Beardmore said she thinks Item 4 could be re-worded by the subcommittee so that it is more aligned with Mrs. Gire's wishes and is easier to understand.

5. Ability to project and achieve credibility with the various constituent education groups, the business and industrial world, the Legislature and the Executive Office. Ability to build coalitions inside and outside of the education arena.

Mr. Warren said this statement should be expanded to reflect that society today is not necessarily considered industrial based. He also expressed concern that parents are not represented well in this statement.

Mrs. Beardmore said parents could be construed as an educational group, but there would be no harm in specifically identifying them in this item.

Mr. Warren said though many parents are members of educational groups, not all of them are, and therefore, it is important to ensure that they are represented.

Mrs. Beardmore said communities are also an essential component in any school system, and should be identified in this item.

Mrs. Straus agreed with Mrs. Beardmore, and said the Board has repeatedly emphasized the need for schools to work collaboratively with their entire community.

Mr. Warren said interagency collaboration has gained substantial importance over the last couple of years, and suggested that other state agencies be identified in addition to the Executive Office and Legislature.

Mrs. Beardmore said the subcommittee will be charged with re-wording Item 5.

Mr. Warren said nonprofit organizations also play an important role in education and should be added to Item 5.

6. Ability to participate in conflict resolution as well as the ability to bring elements of the education profession together in cooperative endeavors to maximize effectiveness of education resources.

Mrs. Beardmore said Item 6 relates very well to interagency collaboration.

Mr. Warren said he believes it is necessary to separate the two issues identified in Item 6 which are: (1) conflict resolution, and (2) interagency collaboration. He said he thinks that conflict resolution would be subsumed in a proven record of success in managing and providing direction to a complex system, and it is necessary to clarify what is meant by conflict resolution.

Mrs. Gire agreed that conflict resolution should be separated from interagency collaboration. She said a review of state government would reveal much conflict, such as between the Legislature and the state superintendent simply because they are bodies dealing with educational policies. She said there are times when a person who can work in a constructive way with a variety of entities in state government is necessary.

Mrs. Weiser suggested that if it is decided to separate the two issues in Item 6, it may be appropriate to combine the last sentence of Item 5 “Ability to build coalitions inside and outside of the educational arena” with the second half of Item 6, “ability to bring elements of the education profession together in cooperative endeavors to maximize effectiveness of education resources” because of similarity. She said the first half of Item 6, “Ability to participate in conflict resolution” could stand alone or be combined with the first sentence of Item 5, “Ability to project and achieve credibility with the various constituent education groups, the business and industrial world, the Legislature and the Executive Office.”

Mr. Warren said he believes Items 5 and 6 indicate three critical factors which the Board desires in a superintendent: (1) leadership ability, (2) collaboration skills, and (3) conflict resolution capability. He suggested they be separated into three different items.

Dr. Moyer said in some respects Items 5 and 6 are very similar.

Mrs. Beardmore said the Board has provided some direction for the subcommittee who will further refine these two items.

7. Knowledgeable of the structure of the Michigan Department of Education and the Superintendent of Public Instruction’s unique role and relationship to the State Board of Education.

Mrs. Beardmore said it is important to make this issue very clear to any potential candidate because of the unique role of the superintendent in

Michigan.

Dr. Moyer said a viable candidate who is not from Michigan may be restricted by this item, so if they are invited for an interview, it will be necessary for them to articulate their views and how they will work with this system.

Mr. Ellis said a potential candidate should also be made aware that the superintendent is obligated to carry out the orders of the Legislature.

Mrs. Beardmore said she believes that the subcommittee needs to expand

Item 7 to make that clear, and possibly refer to the second paragraph of the letter dated December 15, 1999, from Governor Engler to Mrs. Beardmore.

Mr. Warren said even though he thinks candidates should conduct their own research when applying for a position, it would be appropriate for the Board to indicate the superintendent's unique role in Michigan so out-of-state persons become aware of that before they apply.

8. Knowledgeable in the concepts of management to (1) delegate authority and use skilled professionals appropriately, and (2) provide leadership for motivation and training of staff.

Mr. Warren said although he believes in delegating authority, he is not sure the Board should consider candidates based on their management style. He said a superintendent may be a dictator, but still be successful in carrying out their assigned duties.

Mrs. Gire said if the Board expects to retain its current staff, they should consider the management style of the new superintendent. She said staff have become accustomed to a certain management style, and it may be difficult for some of them to work under a dictator.

Mr. Ellis said he was unaware of this fact when he came to the Department, but his style is very different from the previous superintendent. He agreed with Mrs. Gire in that staff may not be able to adjust to a superintendent who did not delegate authority.

Mrs. Beardmore recalled that part of the reason for the second point in Item 8 was to discern that not only was there concern about professional development within school districts, but also for Department staff as well.

Mr. Warren said just because a person has knowledge of management principles does not mean they are put into practice.

Mrs. Straus suggested that the statement “committed to delegating authority” be inserted into Item 8.

Mrs. Beardmore said it may be too prescriptive to use the term delegate authority, but insert “use skilled professionals appropriately” instead.

9. Knowledgeable of and concerned about educational needs of children and adults (lifelong learning). Knowledgeable of recent, pertinent research in the area of child development learning and curriculum. Be knowledgeable of both affective and cognitive education.

Mrs. Straus said she hopes that if a candidate presents a vision for education in Michigan, that they are also knowledgeable about education in general.

Mr. Warren said he feels that this item will divide the educational and business community based candidates. He said he believes that it is possible to have a superintendent who does not have a doctorate in education, but is still able to utilize and manage Department staff effectively.

Dr. Moyer said he understands what Mr. Warren is saying, and he would be concerned if the superintendent was not knowledgeable about education and the needs and feelings of staff.

10. Knowledgeable of financial process, budget supervision, state and federal grants, etc. Understand Michigan economy and its effect on students.

Mrs. Weiser said this item was drafted prior to Proposal A, and therefore, the second sentence should be eliminated.

Mrs. Gire said the Board will definitely want a superintendent with some financial insight, and some understanding of, the governmental budgeting process. She said an out-of-state candidate may not know all of the ins and outs of Michigan’s financial process, but they may be familiar with something similar.

Mrs. Beardmore said people need to understand what is required to be a superintendent in Michigan, not other places.

Mrs. Straus said she believes it is important that a candidate have knowledge of the appropriations process rather than the financial process.

11. Ability to communicate verbally and in writing. Demonstrate ability to communicate effectively and represent education in a positive manner as a chief spokesperson.

Mrs. Beardmore said it is apparent that this skill is necessary to be effective as a superintendent.

12. Ability to communicate successfully both in person and through the media in order to update, inform, and consult the diverse citizenry of the state.

Mrs. Gire said she thinks it is important to include “the ability to work in an effective way with the elected Board of Education.”

Mrs. Weiser suggested that it be added to Item 7 which should read “...relationship to the elected State Board of Education, and the Governor.” She further suggested an additional paragraph 13 to state that this is not a typical superintendent position and the candidate should be aware of the dual role.

Mrs. Straus said many school administrators responded to the letter sent a couple of years ago requesting feedback on characteristics they deemed necessary for a state superintendent. She suggested that those responses be considered by the subcommittee.

In response to Mrs. Beardmore, Mrs. Gire said she appreciated the invitation to participate in the Superintendent Criteria Subcommittee, but did not feel she could give it the attention it deserves because of her commitment to the School Safety Subcommittee.

Mrs. Weiser said she would be pleased to participate in the Superintendent Criteria Subcommittee, but would only be available to meet within the next two weeks.

Dr. Moyer suggested that because of her experience with past superintendent searches, Mrs. Beardmore would be a valuable asset to the subcommittee.

Mrs. Beardmore accepted that offer, and said Mrs. Straus also has some experience in this type of activity and would be a viable member of that committee.

Mr. Warren suggested that the subcommittee meet and provide their recommendations to the Board within a two week period to allow Board members an opportunity to evaluate the criteria and prepare substantive comments prior to the next Board meeting.

Mrs. Gire said it would expedite the process if the subcommittee would invite Ms. Harsh to the February Board meeting, and provide a list of state and national publications the Board may want to consider for posting the position.

Mrs. Beardmore said the subcommittee will determine if the Governor’s suggestion is

different from what has been discussed today. She said the subcommittee will also gather information regarding the Ohio and Illinois superintendent searches as well as processes that other states have followed. She said information from one particular firm has been received, and suggested that Mrs. Straus, Mrs. Weiser, and she meet within the next two weeks to work on rephrasing and modifying the criteria discussed today, so Board members may have an opportunity to review it.

Dr. Moyer moved, seconded by Mrs. Gire, that the State Board of Education authorize the President of the Board to appoint a subcommittee to develop recommendations regarding the criteria for the selection of the Superintendent of Public Instruction based on the Board's discussion.

Mr. Warren suggested, with Board concurrence, that the subcommittee consist of Mrs. Beardmore, Mrs. Weiser, and Mrs. Straus, and that the subcommittee's recommendations on criteria be provided to the entire Board prior to the February 17, 2000 meeting.

The vote was taken on the motion.

Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Warren, Weiser
Absent: Wise

The motion carried.

XVI. REPORT OF THE SUPERINTENDENT

- E. Report on Personnel Status
- F. Report on Administrative Rule Waivers (this item was removed from the agenda)
- G. Report on Issuance of Boarding School Licenses for Academic Year 2000-2001
- H. 1999-2000 Goals 2000 Cycle 9/Category Three
- I. 1999-2000 Even Start
- J. 1999-2000 Funding for Career and Technical Education Programs - Summer Institutes for Technology, Technical Assistance Program Grant, Curriculum Integration Partnership Grant
- K. Off-Road Vehicle and All-Terrain Vehicle Safety Education
- L. Motorcycle Safety Education Program

Mr. Ellis provided an oral report on the following:

A. Ms. Margaret Holtschlag, Michigan Teacher of the Year

Mr. Ellis said Michigan's Teacher of the Year, Ms. Margaret Holtschlag, Haslett Public Schools, has recently been named as one of the four finalists for the National Teacher of the Year program. He said it is an honor, in and of itself to simply be named as a finalist, and wished her well on behalf of the Board.

Dr. Moyer said Ms. Holtschlag is scheduled to speak at the Michigan Association of School Boards Conference in Grand Rapids, Michigan in the near future.

B. Michigan Educational Assessment Program Merit Award Board

Mr. Ellis said Mr. Mark Murray, State Treasurer, was quoted as saying, "The Department of Education and the State Board of Education will continue to have the fundamental educational authority in developing the tests," Lansing State Journal, dated January 12, 2000. Mr. Ellis said the article also stated, "State Department of Education officials said they believe the legislation creating the Merit Awards doesn't allow for high school graduates to take the test to earn those awards. But Ellis and board member Clark Durant argued that the state should consider giving awards to graduates who do well on the MEAP." He said this is an inaccurate statement, and that many schools are no longer in session for the scheduled May 22 makeup test. He said a date should be set for a more realistic time so that schools will be able to take advantage of it.

C. Office of Safe Schools

Mr. Ellis said legislative mandates require the establishment of an 800 number for use by the public to report incidents, and an electronic clearinghouse of information pertaining to safe schools. He said the recommendation is to utilize the Michigan Library Association which has implemented programs for the Department in the past, but he has not made a decision on that yet. He said the 800 number is close to being set up, but details are still being worked out.

D. Executive Order 1999-12

Mr. Ellis said Executive Order 1999-12 has taken effect and staff have moved successfully to their new departments. He said the problem now is the confusion over the specific chain of command.

In response to Mrs. Beardmore, Mr. Ellis said he met recently with both Ms. Barbara Bolin, Director, Department of Career Development; and

Mr. Mark Murray, State Treasurer, to discuss details that have yet to be worked out. He said the Department of Education took the lead in establishing an agreement with the Department of Treasury, but the Department of Career Development wrote the prototype affecting their staff.

In response to Dr. Moyer, Mr. Ellis said Ms. Bolin is not clear how staff interface with the Board, and so that is another area that needs to be discussed further.

XVII. AWARDS AND RECOGNITIONS

There were no awards and/or recognitions presented at the meeting.

XVIII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

- A. National Association of State Boards of Education - Mr. Michael David Warren, Jr.

Mr. Warren said Ms. Brenda Welburn, Executive Director, National Association of State Boards of Education, (NASBE) addressed the Board at its November 18, 1999 meeting and recommended that it review each meeting regarding what has been accomplished to improve education in Michigan.

Mrs. Straus said she feels that the presentation regarding early childhood and brain development was very informative, and provided some insight as to what some children must overcome to be successful in school.

Mrs. Weiser said Ms. Welburn also requested that the Board address how information is dealt with throughout the day, so as a corollary to Mrs. Straus' statement, she would like to suggest that the Board consider tailoring presentations similar to the brain development information received earlier in the meeting in an interactive television town meeting with school boards across the state. She said because it will probably take some time before the knowledge on brain development is used by schools and school districts throughout the state, she feels it would be prudent for the Board to take the initiative and relay the information to as many school districts as possible.

- B. Letter dated January 11, 2000, from Mr. Todd Kaems - Ms. Sharon Gire

Mrs. Gire said she has circulated a letter received via e-mail dated January 11, 2000, from Mr. Todd Kaems regarding teacher certification requirements. She said she is concerned about this issue, and would like the Board to receive further information on the test requirements for certification. She said the

current policy requires a person to pass a state test in both their major and minor regardless of whether they plan to teach in their minor. She said it is known that there are math and science teacher shortages in Michigan, and Mr. Kaems' letter outlines a situation where a teacher has passed the test for her mathematics major, but not in her Spanish minor, yet is not being permitted to teach. She said she was not a member of the Board when this policy was adopted, and therefore, would like to receive information from staff regarding this issue at the next Board meeting.

Mr. Warren said Ms. Kate McAuliffe, Director, Office of Government Services and Customer Satisfaction has provided an article from Education Week regarding the shortage of teachers. He said the article states that 30% of the individuals who go to the education colleges and graduate end up not teaching, and 30% drop out of the profession after the first five years, so it is a serious problem in Michigan.

Mrs. Straus said she spoke yesterday with a couple of teachers at Macomb's Math and Science Center who stated that they became interested in teaching only after working for a private company for many years.

Mr. Ellis said there are many opportunities for individuals who wish to pursue a teaching degree and certification in Macomb County, but that is not true in all areas of the state. He said there are not enough speech pathologists in the Upper Peninsula, and opportunities to receive a teaching degree are rare. He said he feels that it is necessary for the Board to gradually review procedures to alleviate this issue throughout Michigan.

C. Nominations for National Association of State Boards of Education (NASBE) - Mrs. Dorothy Beardmore

Mrs. Gire said that even though she is the National Association for State Boards of Education (NASBE) Delegate for the State Board of Education, she is not familiar with the process or the nominees.

Mrs. Beardmore said the process for electing officers to NASBE has changed over the last couple of years. She said in previous years, officers were nominated and elected at the NASBE Conference, but because many states did not attend for various reasons, they were not able to participate. She said the new process allows a better opportunity for involvement. She said any state board of education member may be nominated, but must first serve in an area director capacity before moving onto an officer position.

Mrs. Straus said she has served as an area director, but found the study

groups to be much more interesting.

Mrs. Beardmore said she has done at least four study groups and spent a couple of years on the board, and would agree with Mrs. Straus regarding the study groups.

D. Travel Reimbursement - Mrs. Dorothy Beardmore

Mrs. Beardmore said travel reimbursement, State Board of Education policies, and restraints on the budget were touched upon at the December meeting. She said it appears that travel reimbursement will be limited to the first two categories in the Board's travel policy adopted October 13, 1993: (1) travel to and from State Board of Education meetings, and (2) travel expenses for national and state commitments. This category shall contain funds specifically designated for expenses associated with national and state committees and memberships as determined appropriate by the Board.

Mrs. Eileen Hamilton, Administrative Secretary to the State Board of Education, said based on figures from the 1998-99 fiscal year, it has been determined that it costs an average of \$125 per Board member to attend the meetings for a total of about \$12,000 a year. She said NASBE related expenses equaled \$9,800, leaving a balance of just over \$5,000 for travel the rest of the year.

In response to Dr. Moyer, Mrs. Hamilton said travel reimbursement funds are not yet exhausted for the current fiscal year. She said travel reimbursements for October - December 1999 will be processed as handled previously, but everything after that date will be reimbursed only if it falls into one of the two categories identified in the Board policy. She said implementing the Board policy should keep the Board within the \$27,500 cap on travel identified in the Department's appropriations bill.

Mr. Ellis said it is simply a matter of the Board traveling more and costs rising. He said funds for the current fiscal year were established last year, but any changes would have to go through the Legislature and not be effective until October 1, 2000.

Mrs. Beardmore said she thinks that the Board should revisit this issue in three months and determine where it stands fiscally at that time.

XIX. TENTATIVE AGENDA FOR NEXT MEETING

Board members were asked to submit agenda items for the February meeting to the Administrative Secretary. Mr. Ellis said Department staff, the Board President, and Vice President would be meeting within the next couple of weeks to develop and finalize the agenda.

XX. FUTURE MEETING DATES

- A. February 17, 2000
- B. March 16, 2000
- C. April 13, 2000
- D. May 18, 2000

XXI. ADJOURNMENT

The meeting adjourned at 4:35 p.m.

Respectfully submitted,

Herbert S. Moyer
Secretary